



OVERVIEW

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GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

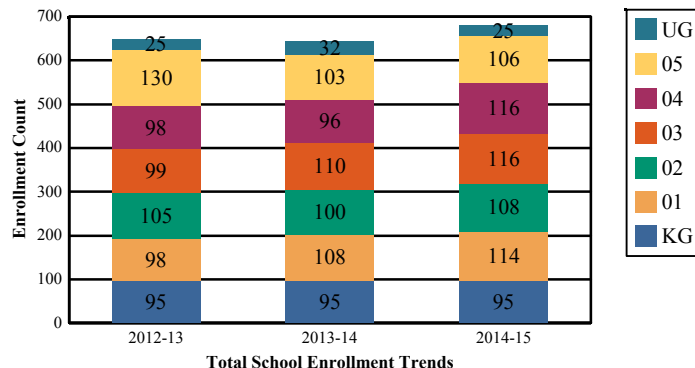
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### Enrollment by Grade

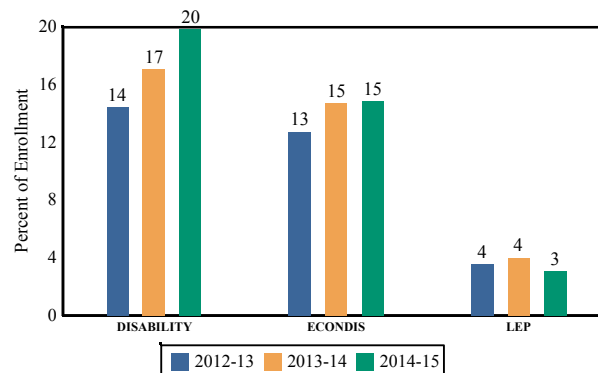
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

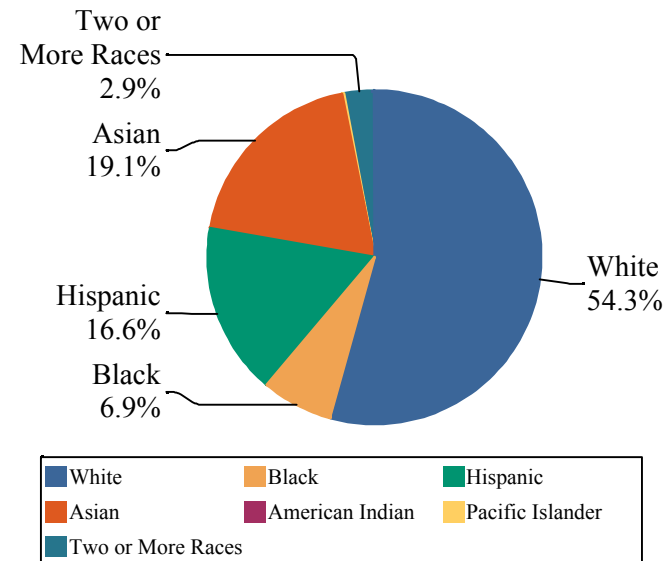
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

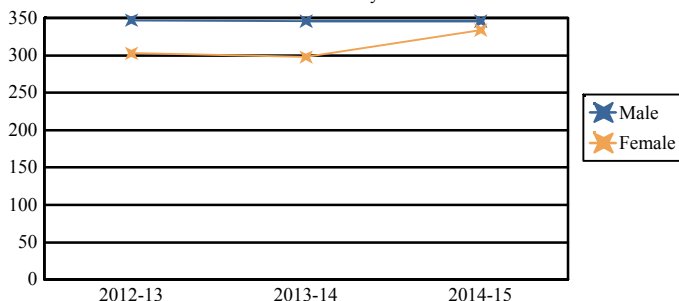
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	650
2013-14	644
2014-15	680

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	347	303
2013-14	346	298
2014-15	346	334

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	135	20%
Economically Disadvantaged Students	101	14.9%
English Language Learners	21	3.1%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	73.3%
Spanish	7.1%
Telugu	2.3%
Chinese	2.3%
Hindi	1.5%
Tamil	1.5%
Other	12.1%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	61%	42	65
Math Met or Exceeded Expectation	45%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	315	60.6%	95%	92.8%	YES*
White	165	58.2%	95%	88.7%	YES*
African American	-	-	--	--	--
Hispanic	51	51%	95%	98.3%	YES
American Indian	-	-	--	--	--
Asian	70	77.2%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	78	34.6%	95%	95.3%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	44	45.4%	95%	98%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	316	45%	95%	93.1%	YES*
White	166	38.5%	95%	89.2%	YES*
African American	-	-	--	--	--
Hispanic	51	25.5%	95%	98.3%	YES
American Indian	-	-	--	--	--
Asian	70	78.6%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	79	27.9%	95%	96.5%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	44	27.3%	95%	98%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	758	744	3%	10%	25%	53%	9%	62%	44%
White	50	751	753	4%	12%	30%	46%	8%	54%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	15	748	727	0%	13%	33%	47%	7%	53%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	26	779	769	0%	4%	12%	69%	15%	85%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	26	731	718	8%	27%	15%	38%	12%	50%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	744	724	0%	14%	29%	36%	21%	57%	24%

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	750	751	3%	10%	36%	45%	6%	51%	52%
White	66	748	758	3%	12%	35%	45%	5%	50%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	20	747	737	5%	10%	35%	45%	5%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	22	760	773	0%	5%	36%	45%	14%	59%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	31	731	725	10%	23%	39%	23%	6%	29%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	738	734	5%	16%	47%	32%	0%	32%	31%

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**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	764	751	2%	8%	19%	64%	7%	71%	53%
White	49	760	757	2%	6%	18%	67%	6%	73%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	16	759	737	0%	25%	25%	44%	6%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	22	777	771	5%	0%	9%	73%	14%	86%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	21	732	723	5%	33%	38%	24%	0%	24%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	11	734	734	18%	9%	18%	55%	0%	55%	31%



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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	752	746	2%	12%	31%	48%	8%	55%	46%
White	51	747	752	4%	8%	39%	45%	4%	49%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	15	740	733	0%	27%	47%	20%	7%	27%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	26	773	772	0%	4%	4%	77%	15%	92%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	27	737	727	7%	15%	33%	33%	11%	44%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	737	730	0%	21%	29%	36%	14%	50%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	740	744	4%	23%	38%	30%	5%	35%	42%
White	66	740	749	3%	23%	41%	26%	8%	33%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	20	735	732	5%	30%	40%	25%	0%	25%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	22	751	769	5%	14%	32%	45%	5%	50%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	31	726	724	13%	42%	19%	16%	10%	26%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	19	730	730	5%	26%	58%	5%	5%	11%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	749	744	3%	8%	43%	43%	3%	46%	42%
White	49	744	749	4%	6%	55%	33%	2%	35%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	16	743	733	0%	25%	50%	25%	0%	25%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	22	767	768	0%	5%	5%	82%	9%	91%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	21	726	724	14%	29%	48%	10%	0%	10%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	11	733	731	9%	18%	45%	27%	0%	27%	23%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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### NJASK Results - Science Grade Level - 04

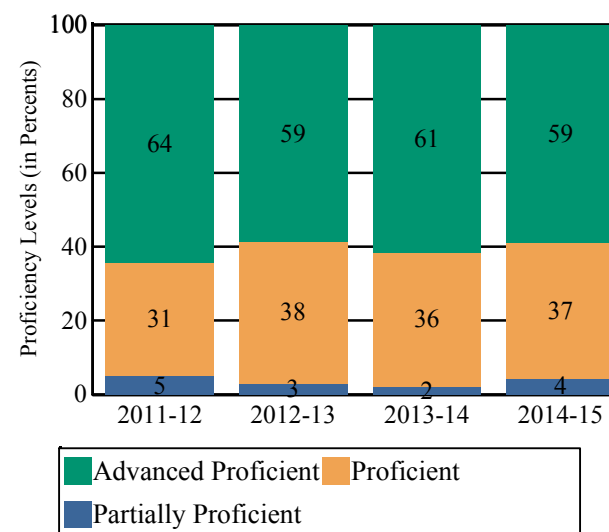
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	59%	37%	4%
White	61%	34%	5%
African American	-	-	-
Hispanic	44%	44%	11%
American Indian	-	-	-
Asian	67%	33%	0%
Two or More Races	-	-	-
Students with Disability	42%	50%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	47%	47%	6%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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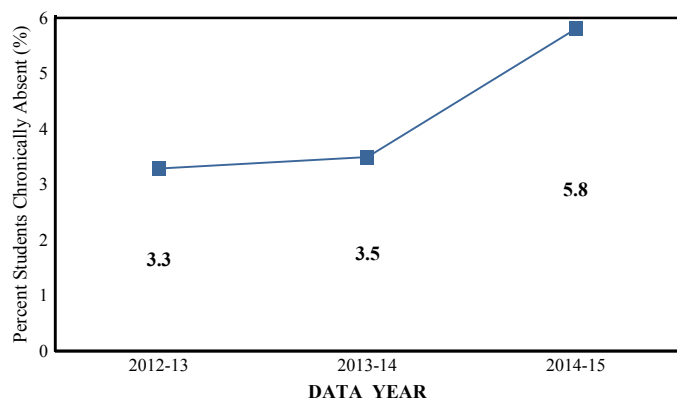
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

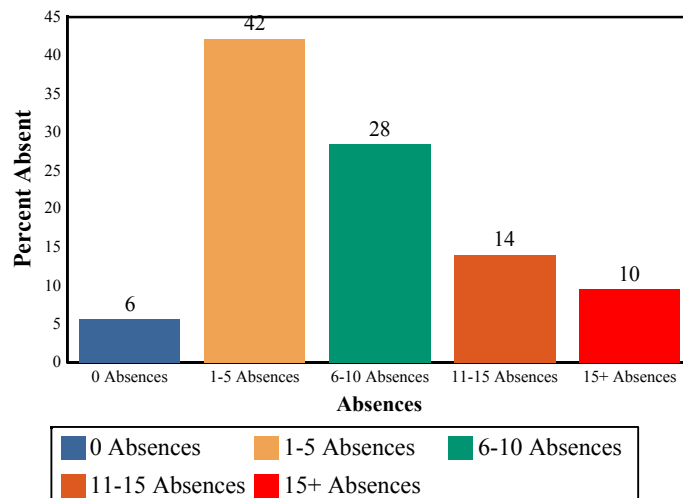


**Chronic Absenteeism for 2014-15**

**5.81%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	34	32	35	YES
Student Growth on Math	51	27	47	35	YES
		31	40		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	7%	1%	1%
Approached	13%	10%	5%
Met	13%	20%	21%
Exceeded	0%	1%	5%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	12%	4%	1%
Approached	11%	17%	11%
Met	10%	9%	18%
Exceeded	0%	0%	2%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	780	770
50th	757	743
25th	737	715
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	766	767
50th	752	745
25th	735	722
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45



### WITHIN SCHOOL ACHIEVEMENT GAP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	768	773
50th	750	750
25th	733	728
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	783	773
50th	766	751
25th	747	728
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	758	764
50th	737	742
25th	724	721
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	762	763
50th	748	743
25th	735	723
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	40

**SCHOOL CLIMATE**  
**MORRIS**  
**MOUNT OLIVE TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-05**

**27-3450-050**  
**CHESTER M. STEPHENS ELEMENTARY SCHOOL**  
**99 SUNSET DRIVE**  
**BUDD LAKE, NJ 07828**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	7 Hrs. 0 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	0.2%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 15 Mins.
<b>Shared Time</b>	3 Hrs. 15 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

<b>2014-15</b>	School
<b>Faculty</b>	16
<b>Administrators</b>	0

**N/R - Data Not Reported**

### SCHOOL PEER GROUP

MORRIS

MOUNT OLIVE TWP

GRADE SPAN KG-05

CHESTER M. STEPHENS ELEMENTARY SCHOOL

99 SUNSET DRIVE

BUDD LAKE, NJ 07828

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	LEONIA BORO	ANNA C. SCOTT ELEMENTARY SCHOOL	03-2620-060	PK-05	13.6%	6.4%	11.3%
BURLINGTON	EVESHAM TWP	J HAROLD VAN ZANT	05-1420-057	KG-05	10.7%	0%	17.1%
BURLINGTON	EVESHAM TWP	ROBERT B JAGGARD SCHOOL	05-1420-070	KG-05	14.7%	0.2%	21.6%
BURLINGTON	MOORESTOWN TWP	MOORESTOWN UPPER ELEMENTARY SCHOOL	05-3360-115	04-06	11.5%	0.3%	17.6%
BURLINGTON	MOUNT LAUREL TWP	COUNTRYSIDE ELEMENTARY SCHOOL	05-3440-010	PK-04	13.7%	3.7%	14.2%
CAMDEN	CHERRY HILL TWP	JAMES F. COOPER ELEMENTARY SCHOOL	07-0800-083	KG-05	17.9%	1.5%	23.7%
CAMDEN	HADDON HEIGHTS BORO	GLENVIEW AVE	07-1880-060	PK-06	10.5%	0%	16.9%
CAMDEN	HADDON TWP	VAN SCIVER ELEMENTARY SCHOOL	07-1890-100	PK-05	16.4%	2.7%	19.4%
CAPE MAY	UPPER TWP	UPPER TOWNSHIP ELEMENTARY SCHOOL	09-5340-050	03-05	14.5%	0.2%	20.9%
GLOUCESTER	PITMAN BORO	ELWOOD KINDLE ELEMENTARY SCHOOL	15-4140-060	PK-05	10.6%	0%	15.4%
GLOUCESTER	PITMAN BORO	W.C.K. WALLS ELEMENTARY SCHOOL	15-4140-080	PK-05	13.1%	0%	21.4%
HUNTERDON	FLEMINGTON-RARITAN REG	COPPER HILL ELEMENTARY SCHOOL	19-1510-033	PK-04	12.6%	2.8%	16.9%
HUNTERDON	FLEMINGTON-RARITAN REG	READING-FLEMING INTERMEDIATE SCHOOL	19-1510-040	05-06	14.7%	0.8%	19.4%
MERCER	HAMILTON TWP	UNIVERSITY HEIGHTS ELEMENTARY SCHOOL	21-1950-250	PK-05	20.3%	1.4%	26.3%
MERCER	PRINCETON REGIONAL	COMMUNITY PARK SCHOOL	21-4255-110	PK-05	18.8%	9.9%	14.9%
MERCER	PRINCETON REGIONAL	RIVERSIDE SCHOOL	21-4255-090	PK-05	17.8%	5.2%	18.4%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN F KENNEDY ELEMENTARY SCHOOL	23-4910-055	KG-04	15.7%	0.8%	23.1%
MONMOUTH	FREEHOLD TWP	C. RICHARD APPLGATE SCHOOL	25-1660-021	KG-05	10%	0.2%	15%
MONMOUTH	MIDDLETOWN TWP	NEW MONMOUTH ELEMENTARY SCHOOL	25-3160-143	PK-05	10.2%	0.7%	16.1%
MORRIS	JEFFERSON TWP	ARTHUR STANLICK ELEMENTARY SCHOOL	27-2380-028	03-05	16.3%	0.3%	24.6%

**SCHOOL PEER GROUP**

**MORRIS**

**MOUNT OLIVE TWP**

**CHESTER M. STEPHENS ELEMENTARY SCHOOL**

**99 SUNSET DRIVE**

**BUDD LAKE, NJ 07828**

**GRADE SPAN**

**KG-05**

MORRIS	MOUNT OLIVE TWP	CHESTER M. STEPHENS ELEMENTARY SCHOOL	27-3450-050	KG-05	14.8%	3.1%	18.1%
MORRIS	MOUNT OLIVE TWP	MOUNTAIN VIEW ELEMENTARY SCHOOL	27-3450-060	PK-05	11.6%	3.3%	14.7%
MORRIS	ROCKAWAY BORO	LINCOLN ELEMENTARY SCHOOL	27-4480-060	PK-03	11.7%	7.5%	9.7%
OCEAN	ISLAND HEIGHTS BORO	ISLAND HEIGHTS ELEMENTARY SCHOOL	29-2350-050	KG-06	11.8%	0%	16.8%
OCEAN	JACKSON TWP	HOWARD C. JOHNSON ELEMENTARY SCHOOL	29-2360-044	KG-05	12.9%	0.2%	20.5%
PASSAIC	POMPTON LAKES BORO	LINCOLN SCHOOL	31-4230-070	PK-05	19.2%	5%	19.6%
SOMERSET	BRIDGEWATER-RARITAN REG	HILLSIDE INTERMEDIATE SCHOOL	35-0555-065	05-06	10.2%	0%	16.1%
SOMERSET	SOMERSET HILLS REGIONAL	MARION T. BEDWELL ELEMENTARY SCHOOL	35-4815-030	PK-04	12.8%	5.8%	12.2%
UNION	SUMMIT CITY	BRAYTON ELEMENTARY SCHOOL	39-5090-070	01-05	12.9%	7.3%	10.2%
UNION	SUMMIT CITY	WASHINGTON ELEMENTARY SCHOOL	39-5090-120	01-05	13.6%	5.9%	11.8%
WARREN	GREAT MEADOWS REGIONAL	LIBERTY ELEMENTARY SCHOOL	41-1785-060	03-05	13%	2.3%	17.9%